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ABSTRACT

The Arkansas Educational Assessment Program (AEAP) was initiated in 1979 when the Arkansas legislature passed Act 666, the Education Assessment Act. AEAP provides meaningful data on student achievements to educators, legislators, parents and citizens on the status and progress of Arkansas basic skills education. This information assists schools in planning educational programs and identifying educational needs. The 1981 AEAP Teacher's Guide was developed to help local school district staff interpret and use the data from the Arkansas Educational Assessment Program. This teacher's guide will be of particular value to school principals, teachers and others who want to understand and use the assessment test. The 1981-82 Arkansas Educational Assessment Program included criterion referenced tests in reading and mathematics at third, sixth and eighth grades. This teacher's guide is devoted to helping the reader interpret the third, sixth and eighth grade tests. The teacher's guidebook includes an explanation of the learning areas assessed (section 2), guidelines for interpreting AEAP test results (section 3), and objectives tested with examples of test items (section 4). (Author/PN)

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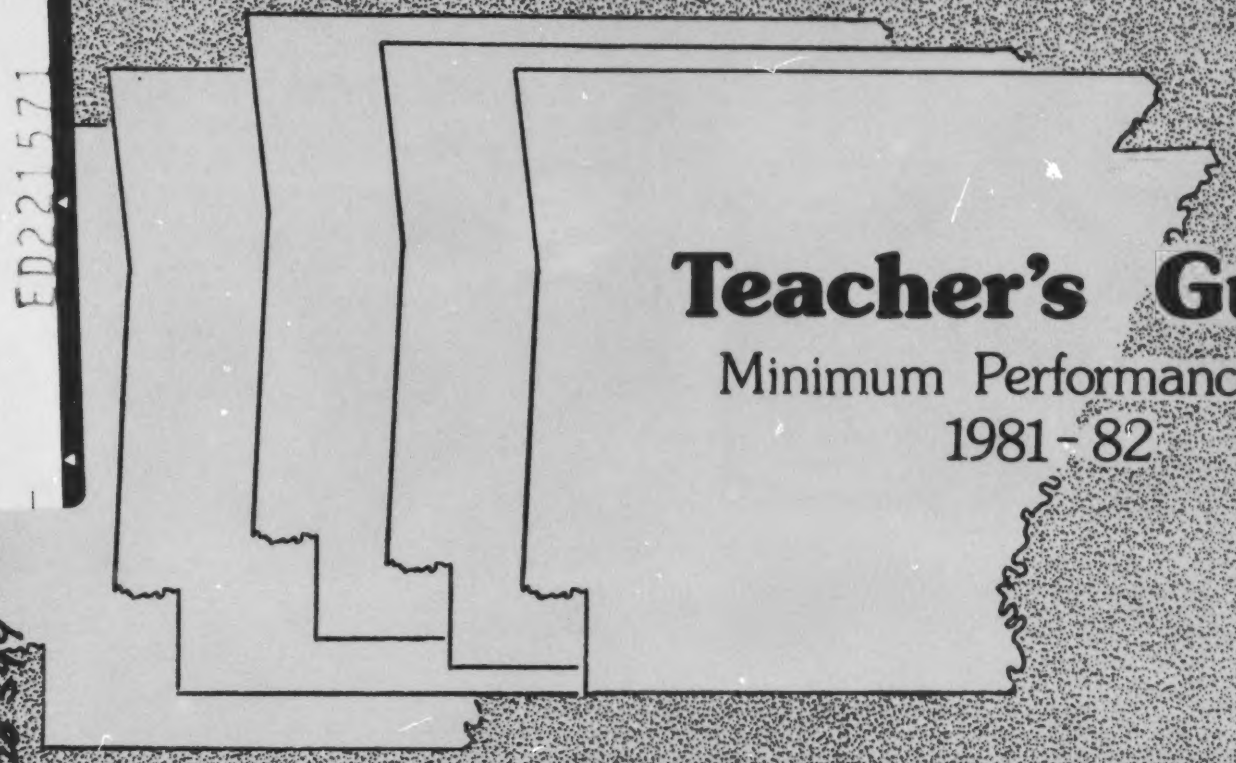

Teacher's Guide

Minimum Performance Test
1981-82

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Arkansas Department of Education

TEACHER'S GUIDE

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FOREWORD

Education is constitutionally the responsibility of the state government. The State Board of Education has an obligation and responsibility to take stock periodically of the educational attainment of children and youth. Prior to 1979, there was little information available on the extent to which students in the local school districts were learning basic skills.

The Arkansas Educational Assessment Program (AEAP) was initiated in 1979 when the Arkansas legislature passed Act 666, the Education Assessment Act. This act established a state assessment program which is designed to:

A. measure student performance in the basic subjects;

B. provide data needed to indicate educational strengths and weaknesses;

C. provide information to assist in planning educational programs and establishing priorities;

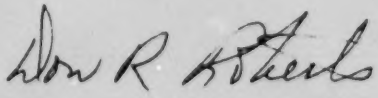
D. assess how districts are meeting basic educational objectives at state and district levels; and

E. give students, parents and teachers a general idea of how well students are doing in basic skill areas.

AEAP will provide meaningful data on student achievements to educators, legislators, parents and citizens on the status and progress of Arkansas basic skills education. This information will assist schools in planning educational programs and identifying educational needs.

The AEAP Teacher's Guide was developed to provide an easily accessible reference on the AEAP Minimum Performance Tests. It is intended to help local educators use the assessment in a meaningful and systematic way. I am confident that increased concentration on areas of need will help assure that students will attain the important basic skills in reading and mathematics.

Don R. Roberts, Director



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INTRODUCTION

The 1981 AEAP Teacher's Guide was developed to help local school district staff interpret and use the data from the Arkansas Educational Assessment Program. This teacher's guide will be of particular value to school principals, teachers and others who want to understand and use the assessment test.

The 1981-82 Arkansas Educational Assessment Program included criterion referenced tests in reading and mathematics at third, sixth and eighth grades. This teacher's guide is devoted to helping the reader interpret the third, sixth and eighth grade tests.

The teacher's guidebook includes an explanation of the learning areas assessed (Section II) guidelines for interpreting AEAP test results (Section III) and objectives tested with examples of test items (Section IV).

The teacher's guidebook will be revised during 1982. Any reactions or constructive criticism will be appreciated. Direct suggestions to the Student Assessment Program, Arkansas Department of Education, State Education Buildings, Room 405B, Little Rock, Ark. 72201.

SECTION II

SKILL AREAS FROM BASIC EDUCATIONAL SKILLS BOOKLET

	Grade Three		Grade Six		Grade Eight	
	Skill Area	**No. of Objectives**	**Skill Area**	**No. of Objectives**	**Skill Area**	**No. of Objectives**
Reading	Word Recognition	8	Word Recognition	4	Vocabulary Development	3
	Comprehension	10	Comprehension	11	Comprehension	5
	Study Skills	6	Study Skills	12	Critical Reading	4
					Literary Skills	4
					Reference/Study Skills	7
	Total Skills	24	Total Skills	27	Total Skills	23
Mathematics	Numeration	4	Numeration	3	Numeration	2
	Whole Numbers	6	Whole Numbers	6	Whole Numbers	6
	Measurement	6	Rational Numbers	4	Rational Numbers	11
	Rational Numbers	1	Measurement	3	Measurement	2
	Geometry	1	Geometry	2	Geometry	1
					Probability & Statistics	1
	Total Skills	18	Total Skills	18	Total Skills	23

SECTION III

GUIDELINES FOR INTERPRETING AEAP TEST RESULTS

1. In the objectives, the word "will" is either used or implied. This does not mean that the state is mandating that the student will do something or must, by Department edict, learn a particular bit of information. The use of the term "will" simply means that as demonstration of objective attainment, a student will be able to do what is stated in the objective.

2. The performance objectives assessed by the test items are **minimal** objectives. Therefore, these objectives do not cover the entire range of skills that educators want and consider important for many students to know in reading and mathematics at the end of the third, sixth and eighth grade. In addition, local school districts may have other important objectives which are unique to the local district.

3. **Only selected objectives** from the total set of minimal performance objectives in reading and mathematics at the third, sixth and eighth grade are being measured. Therefore, educators should not assume that students have attained all minimal objectives, even if they attained all objectives tested this year.

4. The minimum performance objectives are a guide to expectations of student performance. Some youngsters may not attain some of the objectives until later than may be the usual case. Individual student characteristics should be kept in mind when interpreting test results to parents.

5. Low scores on the assessment test should not be regarded as an indication that a school or classroom is inefficient or uninspiring to students. Low scores are an indication that there are educational needs present. However, low scores do not say what caused these needs.

6. Test results and performance objectives should be related to the instructional materials and curriculum being used in the school the student is attending. Parents should be made aware of the context in which the testing has been done. Awareness of the larger school environment should help understanding of student performance by the parent.

7. Explain to the parents the role they can play in their child's education. The minimum performance objectives and AEAP test results are being explained to them for the benefit of their child's education.

NOTE: In the interest of economy, the test items displayed in this handbook have been photographically reduced to 65% of the actual size appearing in the Minimum Performance Test Booklets.

3rd Grade —
Reading Skills and Behavioral Objectives

1. 3-1.1 Recognize vocabulary words introduced at this grade level.

Given the oral pronunciation of a vocabulary word at this instructional level, the student will select the correct written word.

Listen carefully, choose the word that I say.

*A. stop
B. stay
C. spell
D. sometimes

A. try
B. tall
*C. told
D. thing

---

2. 3-1.2 Recognize all words on the Dolch Basic Vocabulary List.

Given the oral pronunciation of a word from the Dolch Basic Vocabulary List, the student will select the correct written word.

Listen carefully, choose the word that I say.

A. stop
B. start
*C. small
D. some

5. 3-1.5 Recognize root words when prefixes and suffixes have been added.

Given a word containing prefixes or suffixes, the student will select the root or base word contained in the given word.

Mark the letter of the root or base word for each underlined word below.

dislike

*A. like
B. disliked
C. likes
D. liked

payment

A. pays
B. paying
*C. pay
D. payday

---

6. 3-1.6 Attach meaning to prefixes and suffixes presented at this level.

Given a sentence containing an underlined word having a prefix, the student will select the correct meaning for that prefix.

8. 3-1.7 Recognize and attach meanings to words changed by adding prefixes and suffixes.

Given a sentence containing an underlined word having either a prefix or suffix, the student will select the correct meaning for that word.

What does the underlined word mean?

The children felt much better after spending a restful night.

A. with little rest
B. with no rest
*C. with plenty of rest
D. with some rest

The report had to be rewritten before being turned in.

*A. written again
B. written poorly
C. not written
D. partly written

---

9. 3-1.10 Recognize and understand singular and plural forms of words such as man, men; foot, feet; mouse, mice; etc.

Given four words at this instructional level, the student will select the word form that is either singular or plural (word form not using s or es).

A. try
B. take
*C. tell
D. think

---

3. 3-1.4 Apply the knowledge of all decoding skills to pronounce words in the instructional program at level three.

Given a nonsense word, the student will select the word that sounds the same.

Find the word that sounds the same as the nonsense word.

kleen

*A. clean
B. close
C. crack
D. call

---

4. 3-1.4 ...

Given a word at this vocabulary level, the student will select the word that begins with the same sound.

Find the word that begins with the same sound.

flag

A. drag
B. brag
*C. fly
D. small

Read each sentence. Choose the best meaning for the prefix in the underlined word.

Robert's lunch was prepaid. The best meaning for the prefix pre is

*A. before
B. after
C. during
D. did not

Rewrite your work neatly. The best meaning for the prefix re is

A. do not
B. cannot
C. never
*D. again

---

7. 3-1.6 ...

Given a sentence containing an underlined word having a suffix, the student will select from four alternatives, the correct meaning for that suffix.

Read each sentence. Choose the best meaning for the suffix in the underlined word.

The cheerful bird sang all day. The best meaning for the suffix ful is

A. without
*B. filled with
C. beside
D. never

The shirt is washable. The best meaning for the suffix able is

A. in
*B. can be
C. sometimes
D. not to be

Choose the correct answer

Find the word that means more than one.

A. ox
B. fox
*C. oxen
D. wolf

Find the word that means one.

A. mice
B. women
C. children
*D. mouse

---

10. 3-1.13 Demonstrate a knowledge of abbreviations.

Given a word at this instructional level, the student will select the correct abbreviation.

Choose the correct abbreviation

December

A. De.
*B. Dec.
C. Decb.
D. Dece.

---

11. 3-2.2 Read to locate specific information.*

*Measured in 3-2.4

12. 3-2.3 Read to prove a point.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best proves a point. (Which sentence or phrase tells you that ... ?; Which sentence or phrase shows that ... ?)

Read the story and use it to answer the question which follows.

Brushing your teeth helps to remove food caught between the teeth. You should brush your teeth after eating.

Eating less sweet foods and snacks will also help keep your teeth healthy.

The dentist helps you take care of your teeth.

Which sentence tells you that some food is not good for your teeth?

A. You should brush your teeth after eating.
B. The dentist helps you take care of your teeth.
*C. Eating less sweet foods and snacks will help keep teeth healthy.
D. Brushing your teeth helps remove food.

---

13. 3-2.4 Identify facts directly stated in a paragraph: why, what, where, when who, how.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best answers why, what, where, when, who or how questions.

Read the story and answer the question which follows.

The old saying that moss only grows on the north side of a tree just isn't true. Since moss plants don't have roots and stems to carry water the way most plants do, they have to grow where there is a lot of moisture. In dry, open areas the moss may be only on the north side, where the sun can't dry it out. But in a dark, moist forest, moss can grow all over a tree.

15. 3-2.6 Arrange in sequence a series of at least four sentences about a selection.

Given a reading passage at this instructional level, the student will arrange four given statements into their correct sequence.

Read the story and answer the question which follows.

When Jane and Bill woke up Saturday they heard strange sounds outside. They ran to the window. Leaves were flying everywhere. Jane said "It's a great day to fly kites."

After breakfast they went outside with their kites. Bill ran with his kite and it went up into the air. Jane looked up at the sky. She laughed. Bill's kite was flying in a tree.

Choose what happened first.

A. After breakfast they went outside.
B. They ran to the window.
C. Bill's kite was flying in a tree.
*D. Jane and Bill woke up.

What happened second?

A. After breakfast they went outside.
*B. They ran to the window.
C. Bill's kite was flying in a tree.
D. Jane and Bill woke up.

What happened third?

*A. After breakfast they went outside.
B. They ran to the window.
C. Bill's kite was flying in a tree.
D. Jane and Bill woke up.

What happened last?

A. After breakfast they went outside.
B. They ran to the window.
*C. Bill's kite was flying in a tree.
D. Jane and Bill woke up.

---

16. 3-2.7 Predict the outcome of a selection.

18. 3-2.9 ...

Given a series of four sentences the student will select the one which is fictional.

Read the question and find the answer. Mark each answer on your answer sheet.

Which one of these is make believe?

A. The children had a picnic at the beach.
B. The waves washed up on the beach.
*C. The mermaid played in the waves.
D. Swimming in the water cooled the children.

---

19. 3-2.10 Make inference about cause and effect relationships.

Given a reading passage at this instructional level, the student will select the cause or effect from the story.

Read the story and use it to answer the question which follows.

The Fourth of July was only a day away. Sue and her mother went to the grocery store. They bought hot dogs, potato chips, cold drinks and a watermelon. On the way home Sue asked her mother to stop and buy fireworks. Sue was very excited about tomorrow.

Why did Sue's mother go to the store?

A. to buy fireworks
*B. to buy food for the Fourth of July
C. to cash a check
D. to buy groceries for Easter

Where does most grow best?

A. in the desert
B. where it is dry
C. on bushes
*D. where there is a lot of moisture

Read the story and answer the question which follows.

Ann's house is at the foot of the mountain. There is a beautiful stream and many trees on the mountain. Ann watches the small animals play near the stream.

What does Ann watch?

A. the trees
B. the stream
*C. the small animals
D. the stars

---

14. 3-2.5 Recognize the main idea of a paragraph.

Given a reading passage at this instructional level the student will select the sentence or phrase which best states the main idea.

Read the story and answer the question which follows.

A peanut is not a nut at all. It is a member of the pea family. Peanuts need a warm climate to grow. Loose sandy soil is needed to grow peanuts. The plant grows to about two feet high. The peanuts grow in shells attached to the roots. They are dug out of the soil, taken off the roots and dried.

Many boys and girls like to eat peanuts whole. They also enjoy peanut butter and peanut candy.

The main idea of the story is

*A. how peanuts grow
B. why you should eat peanuts
C. a peanut is a member of the pea family
D. how to make peanut butter

Given a reading passage at this instructional level with the outcome deleted, the student will select the most appropriate conclusion.

Read the story and answer the question which follows.

George and Alice could not wait for morning. Tomorrow was the day of the school play. They both had big parts in the play. They hoped snow would not keep school from opening.

They practiced their parts that night. Before they went to bed it began to snow. George turned on the TV and watched the weather report. The reporter said there would be at least six inches of new snow by morning. It snowed all night.

What will most likely happen?

A. The play will be a big hit.
B. The school bus will break down.
C. George and Alice will forget their parts.
*D. School will be closed because of snow.

---

17. 3-2.9 Distinguish between fiction and nonfiction.

Given a series of four sentences the student will select the one which is factual.

Read the question and find the answer. Mark each answer on your answer sheet.

Which one of these could really happen?

A. Jack's plant grew until it touched the sky.
*B. Terry planted the flowers in rich, dark dirt.
C. Money grew on the magic tree, and the children picked it to buy candy.
D. The flowers in the garden jumped out of the ground and did a little dance.

Read the story and answer the question which follows.

Do you know why ducks swim so well? It's because they oil themselves. Every duck has a little "oilbox" in back near its tail. Before the duck goes into the water, it arranges its feathers. Then it spreads a little of this special oil all over its body. That way, the water slides right off the feathers, and the duck doesn't get soaked. That's where people get the expression, "it slides off them like water off a duck's back." In other words, ducks waterproof themselves.

What does oil do to a duck's body?

A. improves their skin
B. helps them slide through fences
*C. keeps them from getting soaked
D. changes the color of their feathers

---

20. 3-2.11 Interpret emotions and moods of characters.

Given a reading passage at this instructional level, the student will select the answer which best describes the emotion and/or moods of a character.

Read the story and answer the question which follows.

When Jane and Bill woke up Saturday they heard strange sounds outside. They ran to the window. Leaves were flying everywhere. Jane said, "It's a great day to fly kites." After breakfast they went outside with their kites. Bill ran with his kite and it went up into the air. Jane looked up into the sky. She laughed. Bill's kite was flying in a tree.

How did Jane feel when she woke up?

A. sad
*B. excited
C. sick
D. unhappy

21. 3-2.16 Recognize and attach meaning to pronouns.

Given a sentence or group of sentences with a missing pronoun, the student will select the correct pronoun for the sentence.

Find the word that goes on the line.

John gave _____ book to Mary.
A. him
B. they
*C. his
D. he

Please walk _____ to the show.
*A. me
B. I
C. he
D. they

---

22. 3-3-3 Identify the section of the dictionary where a given word is located (front, middle, last).

Given a list of four words, the student will select the word that comes at the beginning, middle, or end of the dictionary (Beginning = A-K, middle = L-R, end = S-Z).

Read the question and choose the correct answer.

Which of the following words would be found at the end of the dictionary?

A. move
B. open
C. right
*D. top

25. 3-3.6 Use a table of contents and glossary to locate information.

Given a picture of a table of contents and a series of questions, the student will select the correct answer from the information provided.

Use the table of contents shown below to answer the following questions.

Table of Contents

Wacky Words 8

The Case of the Scattered Cards 11
By Donald J. Sobol

Can You Believe Your Eyes? 17

The Picnic Mystery 18
By Lassiter Wren and Randle McKay

Boners! 23

Viva Monterrey! 24
By Herman L. Masin

Peanuts 29
By Charles M. Schultz

Who is the author of the "The Case of the Scattered Cards?"

A. Randle McKay
B. Verna Woskoff
*C. Donald J. Sobol
D. Herman L. Masin

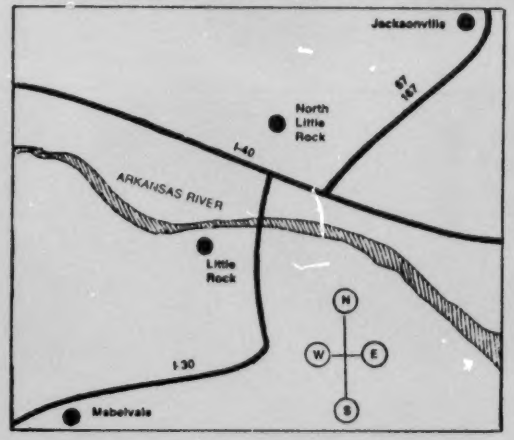
On what page would you find a story about Peanuts?

A. 18
*B. 29
C. 43
D. 46

27. 3-3.8 Use simple maps, charts and graphs.

Given a picture of a map, chart and/or graph, the student will select the correct answer to a series of questions derived from information contained in the map, chart and/or graph.

Use the map below to answer the question which follows.

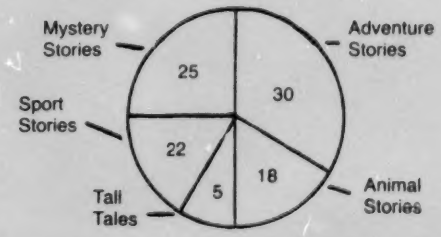


To get from Little Rock to Jacksonville, which direction should you go?

A. NW
*B. NE
C. SW
D. SE

Use the graph below to answer the question which follows.

NUMBER OF BOOKS READ BY CHILDREN



23. 3-3.4 Identify and use guide and entry words.

Given an entry word, the student will select the guide words that would appear on the same dictionary page.

For each underlined word select the correct pair of guide words that would be found at the top of the dictionary page.

fine

*A. fin — fit
B. fire — flat
C. flat — feet
D. feel — fill

second

A. sand — say
*B. sea — seed
C. sell — seven
D. shoe — short

---

24. 3-3.4 ...

Given a set of guide words the student will select the word that would appear on the same dictionary page.

Guide words are found at the top of a dictionary page. Mark the letter of the word that would be on the same page as the two guide words given.

honey — ink

A. hate
B. hear
*C. hurry
D. it

chain — dad

*A. climb
B. cent
C. dig
D. dog

26. 3-3.6 ...

Given a picture of a page of a glossary and a series of questions the student will select the correct answer from the information provided.

Use the glossary shown below to answer the following questions.

refund

re-fund' (rĭ fŭnd') To pay back money. *If you are not satisfied, we will refund your money.*

re-lief (rĭ lēf') 1. A feeling of gladness that a problem has been solved. 2. Sent in to take another's place. *a relief baseball pitcher.*

re-spon-si-ble (rĭ spŏn'sə bəl) Trustworthy, dependable; answerable for the safety and well-being of someone or something.

S

sav-age (săv'ĭj) A fierce or very rude person.

scamp (skămp) 1. A young boy who likes to play jokes and tricks. 2. A rogue or dishonest person.

scraw-ny (skrô'nē) Very skinny.

shriek (shrēk) To make a loud scream or cry of fear.

snatch (snăch) 1. A small part: *We saw a snatch of the TV news.* 2. To grab very quickly.

snort (snôrt) 1. The sound made by a horse when it breathes out noisily. 2. To make a noisy breathing sound like a horse.

spear (spîr) A long, slim weapon with a very sharp point on the end.

spy (spī) To catch sight of.

squint (skwĭnt) To look with eyes partly closed. *The bright sunlight made Joe squint when he first walked outside.*

stall (stôl) The part of a barn where a horse is kept.

star-board (stär'bərd) A word used by sailors meaning "toward the right side of the ship" as you face forward. *In the distance, the captain could see land starboard.*

A responsible person is one who is

A. fierce
*B. trustworthy
C. skinny
D. rude

How many meanings does the word relief have?

A. 1
*B. 2
C. 3
D. 4

How many animal stories are read by children?

A. 25
B. 30
*C. 18
D. 22

---

28. 3-3.10 Classify words.

Given a set of words that are related, the student will select the word that describes that classification.

Look at the four words in the box. Choose the word which describes them.

TIGER	LION
GIRAFFE	ELEPHANT

*A. animals
B. people
C. food
D. shapes

---

29. 3-3.10 ...

Given the word that describes a category the student will select the grouping that best fits that category.

Look at the word. Choose the four words that describe the word.

SIZE

A. height, weight, big, green
*B. height, weight, small, big
C. small, apple, round, large
D. dog, small, height, weight

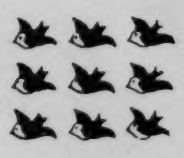
3rd Grade — Mathematics Skill and Behavioral Objective

1. K-1.6 Count objects accurately to 20.

Given a pictorial representation of objects numbering from 1-20, the student will count the number of objects and select the appropriate numeral.

Choose the correct answer.

How many s ?



A. 14
B. 16
*C. 9
D. 18

How many s ?

A. 7
B. 12
*C. 5
D. 9

2. K-4.1 Make comparisons of two objects or groups of objects and use terms: wide-narrow, long-short, big-small, more-less, all-some, full-empty, light-heavy, tall-short, open-closed.

23

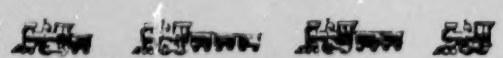
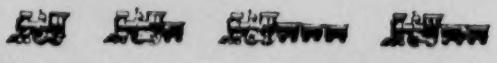
Given a pictorial representation of objects (2 or more) the student will compare the objects and identify which is wide-narrow, long-short, big-small, more-less, all-same, full-empty, light-heavy, tall-short, open-closed.

3. K-4.2 Demonstrate proficiency in the ordering of three or more objects and identify them as smallest to largest, shortest to tallest, etc.

Given a pictorial representation of objects the student will identify which group is ordered smallest to largest, shortest to tallest, etc.

Choose the correct answer.

Look at the trains below. Which line has the cars in order from longest to shortest?

A.
B. 
*C.
D. 

4. 1-1.1 Identify equivalent sets using one-to-one matching.

Given a set with a given number of objects the student will identify a set with the same number.

6. 1-2.3 Add two one-digit numerals.

Given two one-digit numerals written horizontally or vertically, the student will select the correct sum.

Add

4 + 5 =

A. 8
*B. 9
C. 10
D. 1

8
+6

A. 2
B. 12
*C. 14
D. 15

7. 2-3.1 Recognize one-half of a region.

24

Given a set of geometric forms divided or shaded into regions, the student will identify the form that is divided into one-half (one-half will be written as the numeral ½ or in word form).

Look at the pictures below and answer the questions which follow.

A B C D

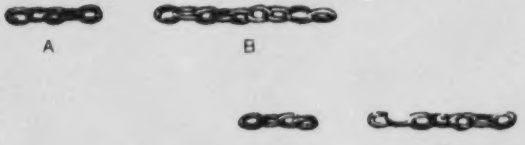
Which is heavy?

A
B
C
*D

Which is light?

*A
B
C
D

Look at the pictures below and answer the questions which follow.



A B C D

Which is long?

A
*B
C
D

Which is short?

A
B
*C
D

Choose the correct answer.

Which picture shows the same as XXXX ?

XXXX XXX XX X

*A. B. C. D.

---

5. 1-1.2 Identify non-equivalent sets.

Given a set with a given number of objects the student will identify a set with a non-equivalent number of objects.

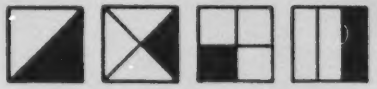
Choose the correct answer.

Which picture shows more than ?

A B C D

Choose the correct answer.

Which shows ½ shaded?



*A. B. C. D.

Which shows one-half?

A. *B. C. D.

---

8. 3-1.6 Identify the place value of each digit in a three-digit number.

Given a three-digit number the student will identify the place value of any or all digits.

Choose the correct answer.

In 543, which number is in the tens place?

A. 5
*B. 4
C. 3
D. 0

Which has the 8 in the hundreds place?

*A. 843
B. 483
C. 384
D. 438

Which means the same as 400 + 60 + 2?

A. 62
B. 402
C. 460
*D. 462

9. 3-2.1 Add 2 two-digit numbers without regrouping.

Given 2 two-digit numbers written horizontally or vertically the student will select the correct sum.

Add

$$\begin{array}{r} 13 \\ +24 \\ \hline \end{array}$$

A. 11
B. 27
*C. 37
D. 73

56 + 13 = □

A. 43
B. 49
C. 68
*D. 69

---

10. 3-2.8 Subtract a two-digit number from a larger two-digit number without regrouping.

Given 2 two-digit numbers written horizontally or vertically, the student will select the correct difference.

Subtract

$$\begin{array}{r} 98 \\ -60 \\ \hline \end{array}$$

A. 83
*B. 38
C. 30
D. 32

59 − 33 = □

A. 16
*B. 26
C. 82
D. 62

Read the question and choose the correct answer.

Which means multiply?

A. 6 + 5
*B. 5 × 6
C. 6 ÷ 4
D. 6 − 5

Which means the same as 3 times 2?

A. 3 ÷ 2
B. 3 − 2
C. 3 + 2
*D. 3 × 2

In the problem 7 × 8 the × means?

*A. multiply
B. divide
C. add
D. subtract

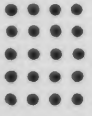
---

13. 3-2.12 ...

Given a multiplication statement containing both symbols and numerals the student will select the correct symbolic representation of the product.

Choose the correct answer.

● ● ● ● × 5

*A. 

C.

B.

D. ●

16. 3-2.18 ...

Given a division problem with a two-digit dividend and a one-digit divisor (factor), the student will identify the quotient (missing factor).

Complete the problem and choose the correct answer.

$2\overline{)6}$

*A. 3
B. 8
C. 4
D. 12

4 ÷ 2

A. 8
*B. 2
C. 6
D. 1

---

17. 3-4.1 Tell time to the nearest five minutes.

Give pictures of a clock face with hands the student will identify the correct time to the nearest five minutes.

Read the question and choose the correct answer.

What time does this clock show?

A. 2:45
B. 2:15
*C. 9:10
D. 9:02

11. 3-2.11 Check subtraction by adding.

Given a subtraction problem with one or two-digit numbers the student will identify the choice which correctly checks the problem.

Choose the answer which correctly checks these subtraction problems.

$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$

*A.	B.	C.	D.
2	6	8	6
+6	×2	+2	−2

$\begin{array}{r} 65 \\ -43 \\ \hline 22 \end{array}$

A.	B.	*C.	D.
43	65	22	65
−22	+43	+43	+22

$\begin{array}{r} 45 \\ -42 \\ \hline 3 \end{array}$

A.	*B.	C.	D.
45	42	44	45
+ 3	+ 3	− 3	+42

---

12. 3-2.12 Identify and use the symbol (×) for multiplication.

Given a mathematical statement involving × (meaning multiply), the student will choose a symbol statement that is equivalent.

14. 3-2.12 ...

Given a multiplication problem involving one-digit numbers, the student will compute the product and choose the correct answer.

Complete the problem and choose the correct answer.

$8 \times 2 =$

A. 6
B. 10
C. 4
*D. 16

$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$

*A. 18
B. 9
C. 3
D. 2

---

15. 3-2.18 Identify and use the symbols (÷, $\overline{)\ }$) for division.

Given a mathematical statement involving ÷ and $\overline{)\ }$ (meaning divide), the student will choose a symbol statement that is equivalent.

Read the question and choose the correct answer.

Which means to divide?

A. 16 − 4
B. 16 × 4
C. 16 + 4
*D. 16 ÷ 4

Which means the same as 12 divided by 2?

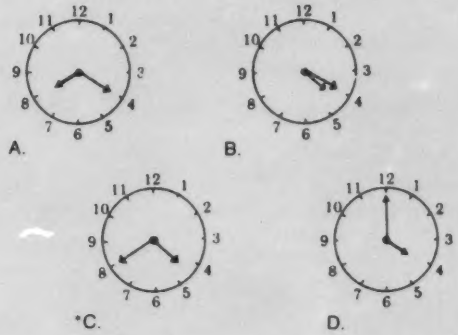
A. 12 + 2
*B. 12 ÷ 2
C. 12 × 2
D. 12 − 2

18. 3-4.1 ...

Given a time to the nearest five minutes the student will identify the clock face that shows the same time.

Read the question and choose the correct answer.

Which clock shows 4:40?



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19. 3-4.2 Count change in coins not to exceed $1.00.

Given a picture showing an assortment of coins with a value of less than $1.00, the student will determine the value of the coins.

Count the change and choose the correct answer.

1. How much?

A. 58¢
B. 43¢
C. 73¢
*D. 48¢

20. 3-4.2 ...

Given an amount of money less than $1.00, the student will identify the series of coins equal to that amount.

Read the question and choose the correct answer.

1. Which shows 38¢?

*A.

B.

C.

D.

---

21. 3-4.3 Read a ruler to nearest inch.

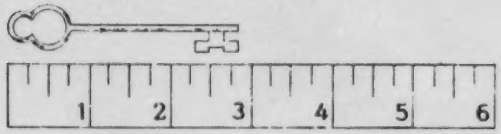
Given a ruler calibrated in inches and an object, the student will identify the length of the object to the nearest inch.

Read the question and choose the correct answer.

How long is the screwdriver?

A. 2 inches
B. 3 inches
*C. 4 inches
D. 5 inches

How long is the key to the nearest inch?



A. 2 inches
*B. 3 inches
C. 4 inches
D. 5 inches

---

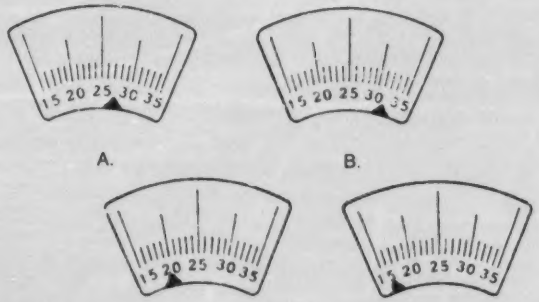
22. 3-4.4 Read the scales to the nearest pound.

Given a bathroom scale calibrated in pounds, the student will determine the weight indicated to the nearest pound.

Choose the answer that tells the weight on the scale below to the nearest pound.

A. 60
B. 66
*C. 69
D. 71

Which scale shows 20 pounds?



A. B. *C. D.

23. 3-5.2 Recognize a square, rectangle, triangle and circle.

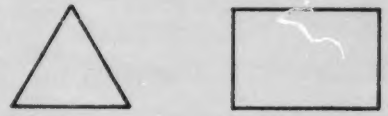
Given a geometric shape(s) the student will identify a square, rectangle, triangle or circle.

Choose the correct answer.

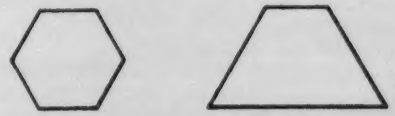
Name the shape.

A. square
B. circle
C. rectangle
*D. triangle

Which is a rectangle?



A. *B.



C. D.

6th Grade —
Reading Skill and Behavioral Objective

1. 6-1.1 Maintain vocabulary as presented in all curriculum areas.

Given a vocabulary word underlined in a sentence, the student will select the word that best describes the meaning of the underlined word.

Read the sentence and choose the word that best describes the meaning of the underlined word.

The poem was delightful to hear.

Poem means
*A. type of literature
B. musical composition
C. dance routine
D. piece of sculpture

Read the sentence below. Mark the letter of the correct choice.

Every morning the sparrows all seem to meet outside my window.

The opposite of morning is

A. summer
*B. evening
C. dawn
D. fall

The tornado brought tragedy to the small town.

Tragedy means the same as

A. happiness
B. peacefulness
*C. destructiveness
D. constructiveness

The twins rushed to the creek.

Creek means
A. squeaky noise
*B. small stream
C. boiling pot
D. small animal

2. 6-1.2 Maintain and expand vocabulary through the usage of antonyms, homonyms and synonyms.

Given a vocabulary word underlined in a sentence, the student will select the word, or group of words, that best describes the antonym, homonym or synonym of the underlined word.

Find the correct homonym (a word which sounds like another word but has a different meaning) for this sentence.

I am going to Jane.

A. melt
B. meat
C. mean
*D. meet

3. 6-1.4 Maintain vocabulary through the expanded use of prefixes and suffixes.

Given a sentence containing an underlined word having either a prefix or suffix, the student will select from four alternative phrases the correct meaning for that word.

Read the sentence below. Mark the letter of the correct choice.

Bob was unconcerned about his test.

Unconcerned means

A. again concerned
B. under concerned
*C. not concerned
D. always concerned

4. 6-1.5 Demonstrate the continued use of the glossary and/or dictionary to aid in the pronunciation of unfamiliar words.

Given the appropriate dictionary key, an unfamiliar word and its respelling, the student will select the word that rhymes with the correct pronunciation.

Using this dictionary key find the word that rhymes with the underlined word.

ă pat/ ā pay/ âr care/ ä father/ ĕ pet/ ē be/ ĭ pit/ ī pie/ î fierce/ ŏ pot/ ō toe/ ô paw, for
oi noise/ ou out/ o͝o took/ o͞o boot/ th thin/ ŧħ this/ ŭ cut/ ûr turn/ yo͞o use/ ə about/
zh pleasure

liter (lē′tər)
A. lighter
B. sitter
C. fighter
*D. meter

eddy (ĕdē)
*A. petty
B. treaty
C. meaty
D. seedy

---

5. 6-2.1 State in sentence form the main idea of a selection in which the main idea is directly stated or implied.

Given a reading passage at this instructional level, the student will select the sentence which best states the main idea.

Read this story. Use it to answer the question which follows.

We can change one kind of energy into another kind. If we burn coal in a furnace, we change the chemical energy in the coal into heat energy. The heat energy can be put into water in a boiler. There it is turned into steam. The steam can then be used to run a steam engine. When a steam engine runs, we have mechanical energy which is used to do work.

Many machines have been invented to change different kinds of energy into mechanical energy. For example, gasoline engines change chemical energy into mechanical energy. Electric motors do the same thing with electrical energy.

What's the main idea of the passage?

A. Heat energy can be put into water in a boiler.
B. Mechanical energy is not very important for our work.
C. Heat energy is more important than mechanical energy.
*D. We have many ways of changing one kind of energy into another kind of energy.

Read the story. Use it to answer the question which follows.

Tony Adams sat on the bakery steps, watching two men put up a poster on a brick building across the street. He was wide-eyed as he watched the great sheets of colored paper unfold.

On one half of the poster, Tony saw a picture of a man wearing a red-and-white costume and tall hat. As each part was matched to the next part and pasted down, Tony saw that it was a circus poster.

The last sheet of paper was pasted on the building. Tony read that next week the circus was to be in town.

Where was Tony in the story?

A. watching two men
B. in the bakery
C. at the circus
*D. on the bakery steps

---

8. 6-2.4 Recall sequence of events in a story.

Given a reading passage at this instructional level, the student will select the sentence or phrase which answers sequence of events questions.

Read this story. Use it to answer the question which follows.

"The seaplane is coming!" Sue shouted. She ran along the shore to the long dock where the women were mending the fishnets. "It's coming! It's coming!"

The women quickly laid the nets aside and crowded into their canoes. Children left games under the breadfruit trees, and the old men put down their carving. Soon it seemed the whole island had taken to the boats,and a fleet of canoes raced across the lake.

The wind was brisk. They shouted and joked back and forth as they fought their way across the whitecaps dotting the lake.

What happened first in the story?

A. everyone crowded into canoes
*B. Sue saw the seaplane
C. children left games
D. women left their nets

Read the story. Use it to answer the question which follows.

Sal had her arms full of books as she approached the corner. Just as she turned the corner, Hal came running fast from the opposite direction. He turned the same corner.

What probably happened next?

A. Hal shook Sal's hand.
B. Sal asked Hal for another book.
C. Hal asked Sal for a date.
*D. Hal crashed into Sal.

---

11. 6-2.6 Draw conclusion or inference or make generalization after reading a selection.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best describes a conclusion, inference or generalization from the story.

Read this story. Use it to answer the question which follows.

Notice the different ways a dog barks, whines, or growls. He can express anger, pain, warning or hunger in "language" you clearly understand, and all without "words" humans use. You can express meaning back to him by your tone rather than your words.

From this story you can tell that dogs have their own

A. shelter
B. food
C. bowl
*D. language

6. 6-2.2 Read to recall significant facts, details and descriptions.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best answers why, what, who or how questions.

Read this story. Use it to answer the question which follows.

We can change one kind of energy into another kind. If we burn coal in a furnace, we change the chemical energy in the coal into heat energy. The heat energy can be put into water in a boiler. There it is turned into steam. When a steam engine runs, we have mechanical energy which is used to do work.

Many machines have been invented to change different kinds of energy into mechanical energy. For example, gasoline engines change chemical energy into mechanical energy. Electric motors do the same thing with electrical energy.

What changes chemical energy into mechanical energy?

A. coal
B. water
*C. gasoline engines
D. water and steam

---

7. 6-2.3 Continue to identify the setting: time and place.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best answers time and/or place questions (setting).

9. 6-2.4 ...

Given a reading passage at this instructional level, the student will select the group of phrases that best describe the sequence of events in the passage.

Read the story. Use it to answer the question which follows.

"The seaplane is coming!" Sue shouted. She ran along the shore to the long dock where the women were mending the fishnets. "It's coming! It's coming!"

The women quickly laid the nets aside and crowded into their canoes. Children left games under the breadfruit trees, and the old men put down their carving. Soon it seemed the whole island had taken to the boats, and a fleet of canoes raced across the lake.

The wind was brisk. They shouted and joked back and forth as they fought their way across the whitecaps dotting the lake.

Mark the letter by the correct sequence or order.

A. women were mending nets
children left games
Sue saw the seaplane
they fought their way across the lake
B. women were mending nets
they fought their way across the lake
children left games
Sue saw the seaplane
C. they fought their way across the lake
Sue saw the seaplane
women were mending nets
children left games
*D. Sue saw the seaplane
women were mending nets
children left games
they fought their way across the lake

---

10. 6-2.5 Determine logical outcome to an incomplete story.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best predicts a logical outcome to the story.

12. 6-2.9 Evaluate the sensory images portrayed in written words.

Given a statement containing an underlined sensory image, the student will select the word or group of words that best describes the image.

Find the best answer.

His voice was <u>like sandpaper</u>. What does this mean?

A. His voice was soft.
B. His voice was loud.
*C. His voice was rough.
D. His voice was low.

---

13. 6-2.12 Continue to apply an understanding of punctuation marks in material read as clues to meaning.

Given a statement containing punctuation marks the student will select the correct meaning of the statement.

Read the sentence. Which of the following is true, based on the sentence?

Mr. Smith, John's uncle, went to my camp.

A. Mr. Smith and John's uncle went to my camp.
*B. Mr. Smith is John's uncle.
C. John went to my camp.
D. John is Mr. Smith's uncle.

14. 6-2.13 Use contextual clues in a given selection to choose appropriate meaning of a familiar or unfamiliar multi-meaning word.

Given a sentence containing an underlined multi-meaning word, the student will select the word or group of words that best describes the meaning of the word as used in the sentence.

Read each sentence or group of sentences below. Use the context to decide the meaning of each underlined word as it is used in that sentence. Mark the letter of that meaning.

Even though he wore a disguise, I would know his face if I saw it again.

*A. recognize
B. understand
C. learn
D. memorize

Water also appears in the form of ice, snow and steam.

A. good condition
B. grade in school
*C. way a thing exists
D. document

---

15. 6-2.14 Recognize words and/or phrases that demonstrate cause and those that demonstrate effect in a given selection.

Given a reading passage at this instructional level, the student will select the answer to questions pertaining to cause and effect relationships contained in the passage.

17. 6-3.2 Use parts of a book to locate information.

a. Title page (not measured)
b. Table of Contents
c. Glossary
d. Index

Given a picture of a Table of Contents and a series of questions, the student will select the correct answer from the information provided.

Read the Table of Contents and mark the correct answer to each of the questions.

TABLE OF CONTENTS

I. History of Roads 11
II. Kinds of Roads 23
III. How Roads are Built 42
IV. Super Highways 63

On what page does the chapter "Kinds of Roads" end?

A. 11
B. 23
C. 42
*D. 41

In what chapter would you be most likely to find information on the first roads?

*A. "History of Roads"
B. "Super Highways"
C. "Kinds of Roads"
D. "How Roads are Built"

---

18. 6-3.2c ...

Given a picture of a page of a glossary and a series of questions, the student will select the correct answer from the information provided.

19. 6-3.2d ...

Given a picture of an index and a series of questions, the student will select the correct answer from the information provided.

Read the question below. Use the index at the top of the page to help you mark the letter of the correct answer.

Goat raising, 243-245; 309, 319, 382, 472
Gobi (gō'bi) desert, 367, 383
Gods: Arabian, 85; Greek, 36, 89; Roman, 62.
See also Religion and religions by name
Gold, 144, 319, 323, 384, 423, 426, 444, 474, 486; mining of, 475
Gold Coast, 486-489
Gothic architecture, 128
Goths (goths), 71, 105
Government: in Africa, 494-496; in Arab Asia, 308-311; in Asia, 413-414; in Australia, 440-441; in Austria, 257; in Balkan countries, 245; changes in, 147-155; in China, 360, 362, 380; democratic, 38, 91; of English colonies, 12; Japan, 407-410; Jewish, 79; Korean, 385; Moslem, 86; in New Guinea, 428

On what page or pages would you expect to find information on Jewish government?

*A. 79
B. 245
C. 243-245
D. 407-410

---

20. 6-3.3 Perfect the following dictionary skills.

a. alphabetize a list of words
b. use guide words to locate entry words
c. use pronunciation key
d. select definitions to fit context

Given four sets of words, the student will select the set which is in alphabetical order.

Read this story. Use it to answer the question which follows.

We can change one kind of energy into another kind. If we burn coal in a furnace, we change the chemical energy in the coal into heat energy. The heat energy can be put into water in a boiler. There it is turned into steam. The steam can then be used to run a steam engine. When a steam engine runs, we have mechanical energy which is used to do work.

Many machines have been invented to change different kinds of energy into mechanical energy. For example, gasoline engines change chemical energy into mechanical energy. Electric motors do the same thing with electrical energy.

An effect of heating water in a boiler is that

A. solar energy is produced
B. gasoline is produced
*C. steam is produced
D. coal is produced

---

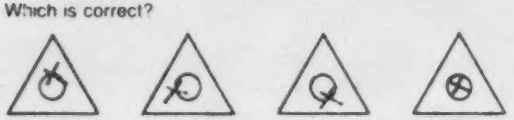
16. 6-3.1 Follow oral and written directions.

Given a set of written directions, the student will identify the example which is correct.

Follow all written directions and mark the correct answers.

Draw a triangle
Draw a circle inside the triangle
Place an X in the middle of the circle

Which is correct?



A B C *D

The teacher's directions were:
Print your first and last name
Draw a line under your last name

Which child followed the teacher's directions?

A. Sam Jones
*B. Linda Lewis
C. Billy Joe Wingfield
D. Sarah Sue Sullivan

Answer the following questions by using the glossary.

cof fee (kô'fē), dark-brown drink made from roasted and ground seeds of a tall, tropical tree or shrub.
com pac tor (kəm pak'tər), a small machine used to squeeze together by pressure anything that is put into it: especially garbage.
con tract (kən trakt'), draw together; make or become narrow; shorten; make or become smaller; shrink: *Muscles contract to help move bones.*

den tal car ies (den'tl ker'ēz *or* kar'ēz), destruction of dental tissues; tooth decay.
den tal hy gien ist (den'tl hī'jē nist), an expert in hygiene of the teeth.
di gest (də jest' *or* dī jest'), change food in the mouth, stomach, and intestines so that the body can use it: *We digest our food. The food is digested.*
di ges tion (də jes'chən), the changing or breaking down of food in the mouth, stomach, and intestines so that the body can use it.
dis ease (də zēz'), 1. sickness; illness. 2. any particular illness: *Measles and chicken pox are two diseases of children.*
dis ease germ (də zēz' jėrm'), microbe that causes disease.
dis solve (di zolv'), make or become liquid, especially by putting or being put into a liquid: *Salt or sugar will dissolve in water.*

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Dallas: Scott, Foresman and Company, 1977

Answer the following questions by using the glossary.

Another word for contract is

A. lengthen
*B. shorten
C. muscle
D. together

The respelling (də jes' chən) is the pronunciation of

A. dental caries
B. digest
C. disease germ
*D. digestion

Choose the words that are in alphabetical order.

A. guard
guest
guess
guide

*C. guard
guess
guest
guide

B. guide
guard
guess
guest

D. guard
guide
guess
guest

*A. rhubarb
rhyme
rhythm
rhythmical

C. rhubarb
rhythm
rhythmical
rhyme

B. rhyme
rhythm
rhythmical
rhubarb

D. rhythmical
rhythm
rhyme
rhubarb

---

21. 6-3.3b ...

Given a set of guide words, the student will select the word that could appear on the same dictionary page.

Guide words are found at the top of a dictionary page. Mark the letter of the word that would be on the same page as the two guide words given.

telephone — temple

A. telegram
B. teen
*C. telescope
D. tempt

well — west

*A. were
B. wet
C. weight
D. welfare

22. 6-3.3b ...

Given an entry word, the student will select the guide words that would appear on the same dictionary page.

For each underlined word select the correct pair of guide words that would be found on the same dictionary page.

Shore

*A. shoot — short
B. shirt — shoot
C. short — should
D. shrew — shuffle

---

23. 6-3.3c ...

Given a pronunciation key and a key word, the student will select the word which has the same sound as that key word.

Use the key words to help you with the pronunciation.

KEY WORDS

ā	ape	oi	soil
ă	cat	ō	no
ä	father	i	tip
ėr	term	ū	music

Mark the word that has the sound of i as in tip.

A. first
B. joint
C. trial
*D. mythical

Mark the word that has the sound of a as in ape.

A. accustom
B. feather
*C. basic
D. trash

Which subject would not be in Volume 4?

A. diamonds
B. energy
*C. bauxite
D. dirigibles

---

25. 6-3.4c ...

Given an excerpt from the telephone directory and a series of questions, the student will select the correct answer from the information provided.

Read the excerpt from the telephone directory and answer the questions that follow.

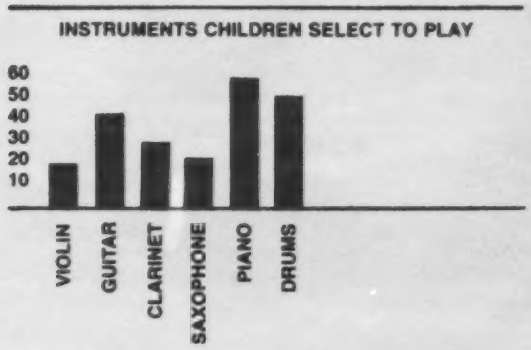
Jones, A. B. 201 Maple	269-8342
Jones, Alice 730 Cameron	268-9508
Jones, B. A. 240 Scott	753-8422
Jones, Becky Mrs. 66 S. Main	372-8141
Jones, Bill 621 Brookside	851-4709
Jones, Cecil J. 100 Woods	375-1898
Jones, Cecil M. 10 Westwood	379-0895
Jones, Dwight 51 Oaklawn	371-1234

What is the telephone number of B. A. Jones?
A. 269-8342
B. 753-8244
C. 372-8141
*D. 753-8422

What is the address of Cecil J. Jones?

A. 10 Westwood
B. 621 Brookside
*C. 100 Woods
D. 51 Oaklawn

Use the bar graph to answer the following questions.



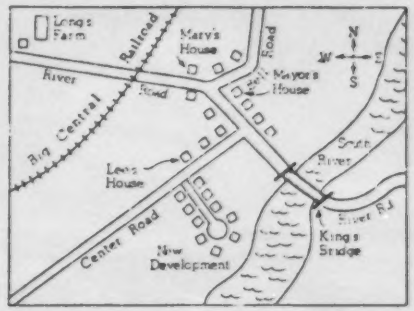
The instrument that most children play is the

A. guitar
*B. piano
C. drums
D. violin

The instrument least selected by children to play was the

A. guitar
B. piano
C. saxophone
*D. violin

Look at the map and answer the following questions.



What direction is Mary's house from Lee's house?

*A. North
B. South
C. East
D. West

24. 6-3.3d ...

Given a multi-meaning word, its definitions and a sentence using the word, the student will select the appropriate definition for the word as it is used in the sentence.

Read the sentence, followed by the dictionary definitions of the underlined word. Choose the definition that best describes how the word is used in the sentence.

The lawyer lives a little way down the road.

little ('lit-el) n. 1: small in size; 2: small in amount; 3: small in duration or distance; 4: small in force.

As used in the sentence, little fits definition

A. small in size
B. small in amount
*C. small in duration or distance
D. small in force

---

25. 6-3.4 Locate information from varied sources.

A. Dictionary (measured in 6-3.3)
B. Encyclopedia
C. Telephone directory

Given a picture of a set of encyclopedias and a series of questions, the student will select the correct answer from the information provided.

Look at the picture of a set of Encyclopedias. Use this set to answer the questions below.

Which volume would you choose to find information about Lyndon Johnson?

A. Vol. 7
*B. Vol. 8
C. Vol. 9
D. Vol. 10

Read the excerpt from the telephone directory and answer the question that follows.

emergency numbers

For other than emergency calls, see alphabetic listings! Write in, circle or underline the emergency numbers you might need.

fire			664-4444
police			664-4445
sheriff			664-4000
ambulance			664-6000
doctor		office	664-1221
		home	662-1245
poison information center			664-8000

What number would you call if you saw a building burning?

A. 664-4445
B. 664-6000
*C. 664-4444
D. 664-4000

---

26. 6-3.5 Interpret graphic materials using:

A. maps
B. charts and tables
C. diagrams
D. graphs

Given a picture of a map, chart, table, diagram and/or graph and a series of questions, the student will select the correct answer using information contained in the graphic material.

Center Road ends at

A. Bell Road
B. South River
*C. River Road
D. King's Bridge

---

27. 6-3.6 Extend ability to use outlining as a study aid.

A. Main Topic
B. Sub-Topic
C. Details

Given a partial outline, the student will answer questions pertaining to main topic, sub-topic and/or details.

Read the partial outline. Answer the questions which follow.

Birds of Arkansas
- I. Song Birds
  - A. Mockingbirds
  - B. Robins
  - C. Wild Canaries
  - D. Bluebirds
- II. Game Birds
  - A. Land Birds
    1. Doves
    2. Quail
    3. Turkeys
  - B. Water Fowl
    1. Geese
    2. Ducks

Which of the following is a main topic of the outline?

A. Land Birds
B. Wild Canaries
C. Game Birds
D. Geese

Which of the following is a detail of the outline?

A. Water fowl
*B. Quail
C. Song Birds
D. Game Birds

6th Grade —
Mathematics Skill and Behavioral Objective

1. 4-3.1 Identify the numerator and demoninator of a fraction.

Given a figure with a region or regions shaded, the student will identify the numerator or denominator of the fraction that describes the region.

Find the answer.

There is a fraction that tells how many circles are shaded. What is the denominator of the fraction?

A. 5
B. 7
C. $\frac{5}{12}$
*D. 12

What is the numerator of the fraction $\frac{7}{10}$?

A. 3
*B. 7
C. 10
D. $\frac{3}{7}$

2. 4-4.8 Identify the temperature as shown on a Fahrenheit or Celsius thermometer.

Given a scale drawing of a Celsius or Fahrenheit thermometer with an indicated temperature, the student will identify the number that represents the indicated temperature.

4. 5-2.7 Divide a three-digit number by a one-digit number (with or without a remainder).

Given a three-digit dividend and a one-digit divisor, the student will identify the quotient and remainder.

Divide

455 ÷ 7 =

*A. 65
B. 448
C. 61
D. 515

$4\overline{)361}$

A. 91
*B. 90 R1
C. 81 R1
D. 9 R1

5. 5-2.8 Divide a three-digit number by a two-digit multiple of 10 (with or without a remainder).

Given a three-digit dividend and a two-digit multiple of ten divisor, the student will identify the quotient and remainder.

7. 6-1.1 Identify the place value of each digit in a six-digit number.

Given a six-digit number, the student will identify the place value of any of the six digits.

Find the answer.

Which number has a 9 in the tens place?

A. 243 972
B. 394 412
*C. 436 192
D. 349 582

What value does the 5 represent in 351 024?

A. 500 000
*B. 50 000
C. 5 000
D. 50

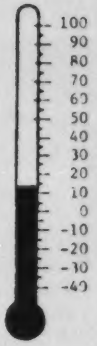
8. 6-1.2 Identify the relationship between two or more six-digit numbers (greater than, less than, equal to).

Given a sequence of two or more six-digit numbers, the student will identify the ordering relationship between the numbers, (greater than, less than, equal to, greatest to least, least to greatest).

Find the answer.

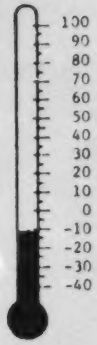
What is the temperature?

A. −12°C
*B. 12°C
C. 8°C
D. −8°C



What is the temperature?

A. 13°F
B. 27°F
*C. −13°F
D. 27°F



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3. 5-2.6 Demonstrate mastery of division facts with dividends through 81.

Given a division problem with a dividend less than or equal to 81 and a one-digit divisor (factor), the student will identify the quotient (missing factor).

Divide

56 ÷ 7 = □

A. 9
B. 6
C. 7
*D. 8

$6\overline{)54}$

A. 8
B. 9
C. 7
D. 6

Divide.

$20\overline{)840}$

*A. 42
B. 24
C. 420
D. 4 R40

$60\overline{)183}$

A. 30 R3
B. 300
*C. 3 R3
D. 3

---

6. 5-4.3 Relate 0°C and 100°C to freezing and boiling temperature of water.

Given a variety of situations relative to the freezing or boiling temperature, the student will identify the Celsius temperature that describes the given condition.

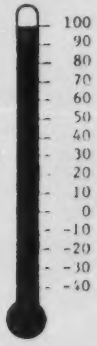
Find the answer.

Which of these is near the celsius temperature for water to begin freezing?

A. 101°C
B. 31°C
*C. 2°C
D. 20°C

The Celsius thermometer shows a temperature for which of the following?

A. A good day for wearing an overcoat
*B. Water in a pot boiling
C. A summer day in Arkansas
D. A comfortable classroom



Find the answer.

Which order shows greater to lesser values?

A. 742 200 to 749 200
B. 749 200 to 749 200
*C. 794 200 to 749 200
D. 749 200 to 794 200

Which of these is a true statement?

*A. 369 857 < 396 857
B. 396 857 > 396 875
C. 396 875 = 369 875
D. 369 857 > 396 857

Which order shows least to greatest value?

A. 137 624
137 264
137 426

*C. 426 731
462 731
642 731

B. 624 137
642 137
641 237

D. 642 731
462 731
426 731

---

9. 6-1.3 Round numbers to the nearest 1,000.

Given a number with at least four digits, the student will identify the number rounded to the nearest 1,000.

Round the number to the nearest 1 000.

46 475

A. 47 000
*B. 46 000
C. 46 500
D. 50 000

83 642

A. 83 000
B. 83 600
*C. 84 000
D. 80 000

10. 6-2.1 Add three or more five-digits numbers with regrouping.

Given three or more five-digit numbers, the student will compute the sum and choose the correct answer.

Add

82 154
32 256
+ 2 362

A. 126 762
B. 126 670
*C. 126 772
D. 126 618

168 357
157 279
134 482
+ 46 516

A. 485 414
*B. 606 634
C. 585 634
D. 606 614

---

11. 6-2.2 Subtract any five-digit numbers with regrouping.

Given two five-digit numbers the student will compute the difference and choose the correct answer. (Regrouping required.)

Subtract

46 543
− 35 435

A. 11 112
B. 11 118
C. 1 118
*D. 11 108

73 800
− 53 769

A. 20 169
*B. 20 031
C. 20 041
D. 20 131

14. 6-3.11 Subtract decimal fractions through thousandths.

Given two decimal fractions through thousandths written vertically or horizontally, the student will compute the difference and choose the correct answer.

Subtract

0.853
− 0.625

A. 0.0228
B. 2.28
C. 228
*D. 0.228

64.532 − 3.156 = □

A. 6.1376
*B. 61.376
C. 61376
D. 0.61376

---

15. 6-3.12 Multiply decimal fractions through thousandths by a one-digit number.

Given a decimal fraction through thousandths and a one-digit number written vertically or horizontally, the student will compute the product and choose the correct answer.

Multiply

0.421
× 7

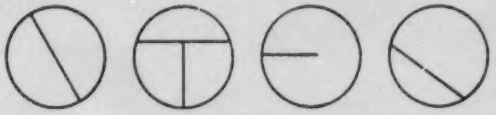
A. 2.847
B. 2827
C. 2947
*D. 2.947

0.603 × 4 =

A. 2.442
B. 2402
C. 2412
*D. 2.412

Find the answer.

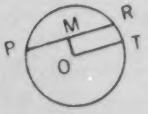
Which figure shows the diameter of the circle?



*A B C D

Which of the following names the radius of circle O?

A. PR
*B. OT
C. OM
D. MR



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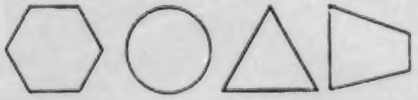
18. 6-5.3 Identify parallelograms and other quadrilaterals.

Given a figure or figures, the student will identify quadrilaterals.

Find the answer.

Which of the following is a quadrilateral?



A. B. C. *D.

12. 6-2.4 Multiply a three-digit number by a two-digit number.

Given a three-digit number and a two-digit number written vertically or horizontally, the student will compute the product and choose the correct answer.

Multiply

876 × 15 = □

A. 13 110
*B. 13 140
C. 5 256
D. 12 810

603
× 40

*A. 24 120
B. 24 420
C. 24 810
D. 2 412

---

13. 6-3.10 Add decimal fractions through thousandths.

Given two or more decimal fractions through thousandths written vertically or horizontally, the student will compute the sum and choose the correct answer.

Add

1.6 + 0.5 = □

A. 0.21
B. 21
*C. 2.1
D. 0.021

0.512
+5.030

*A. 5.542
B. 0.5542
C. 55.42
D. 5542

16. 6-4.1 Measure different lengths using the customary or metric unit of measure.

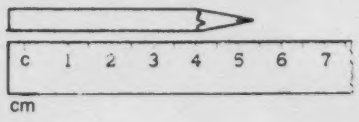
Given a ruler calibrated in inches, milimeters or centimeters, and an object, the student will determine the length of the object.

Find the answer

Find the length of the candy stick to the nearest one-half inch.

A. 3½ in.
*B. 4 in.
C. 3 in.
D. 4½ in.

What is the length of the pencil?



A. 5.5 m
B. 5.5 km
*C. 5.5 cm
D. 5.5 mm

---

17. 6-5.2 Identify center, diameter and radius of a circle.

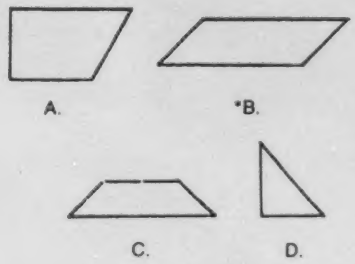
Given the drawing of a circle, the student will identify either the center, radius or diameter.

19. 6-5.3 ...

Given a figure or figures, the student will identify special quardrilaterals such as squares, rectangles and parallelograms.

Find the answer.

Which of the following is a parallelogram?



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20. 6-5.3 ...

Given a list of names of geometric figures, the student will select those that identify quadrilaterals.

Read the sentence and choose the correct answer.

Which of the following names a qualrilateral?

A. pentagon
B. circle
*C. parallelogram
D. triangle

8th Grade —
Reading Skill and Behavioral Objective

1. 8-1.1 Demonstrate mastery of all previously taught skills. (not measured)

---

2. 8-1.2 Recognize words in print and independently identify the acceptable dialectic pronunciation and meaning of unfamiliar words.

Given a vocabulary word underlined in a sentence, the student will select the word that best describes the meaning of the underlined word.

Read the sentence. Choose the best meaning for the underlined word.

Mark limped along but Jill sallied forth. Sallied means the same as

A. shuffled
*B. burst forth
C. dragged
D. crawled

---

3. 8-1.2 ...

Given the appropriate dictionary key, an unfamiliar word and its respelling, the student will select the word that rhymes with the correct pronunciation.

---

6. 8-1.3 ...

Given a sentence containing an underlined word having a prefix and/or a suffix, the student will select the correct base or root form of the word.

Mark the letter of the root or base word for each underlined word below.

The root word in embarrassing is

A. embar
B. sing
C. bar
*D. embarrass

---

7. 8-1.4 Demonstrate mastery of the specialized vocabulary and the technical vocabulary peculiar to the various content areas. (Those words having a specialized meaning when used in a given subject matter context. Those words peculiar to one subject matter area.)

Given a specialized or technical vocabulary word underlined in a sentence, the student will select the choice that best describes the meaning of that word.

Read the sentence. Choose the best meaning for the underlined word.

A tariff was placed upon Japanese tea coming into America.

In this sentence tariff means the same as

A. a stamp
*B. a tax
C. a box
D. an embargo

---

10. 8-2.1 ...

Given a reading passage at this instructional level, the student will select the sentence or phrase which best answers why, what, who or how questions.

Read the following selection and answer the question which follows.

When the Plains Indians were finally forced to surrender, the United States government decided to move them to a reservation in Oklahoma. The Indians, however, were not prepared for relocation when it came. Even though they had been informed by their chiefs of the inevitability of being removed from their lands, these people could not comprehend such a tragedy overtaking them. As a result, when the United States Army arrived to escort them to their new homes, the Indians left on their long, torturous journey unprepared. Most possessions were left behind, and there was little food and clothing for the trip. On the trail to Oklahoma, starvation, exposure and disease took a terrible toll.

According to the paragraph, why were the Indians unprepared for the journey?

A. They were never told they would have to go.
B. The Army made them move too soon.
*C. They could not take enough food and clothing.
D. The Indians were forced to surrender.

---

11. 8-2.2 Recognize, recall an infer sequence.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best answers a sequence of events question.

Use the dictionary key below to pronounce the underlined word. Choose the word that rhymes with the correct pronunciation.

Dictionary Key

a pat/ā pay/â care/ä father/e pet/ē be/i pit/ī pie/î pier/o pot/ō toe/ô paw, for/oi noise/ou out/u cup/ù put/ü rule/ch child/ng long/th thin/th this/sh she/zh pleasure/ə about

tryst (trīst)

A. biased
*B. mist
C. mice
D. guest

---

4. 8-1.3 Apply the principles of context analysis, phonic analysis, structural analysis and/or dictionary skills.

Given a noun that forms the plural in an irregular manner the student will select the singular form.

Mark the letter for the singular form of the underlined word.

calves

*A. calf
B. cow
C. calv
D. calve

---

5. 8-1.3 ...

Given a contraction the learner will identify the two words that form the contraction.

Identify the two words that form the underlined contraction.

won't

*A. will not
B. would not
C. was not
D. were

8. 8-1.4 ... *Given a specialized or technical definition, the student will select the correct vocabulary word.*

Answer the question.

Lines that are continuously at an equal distance apart are

A. contiguous lines
B. bisecting lines
*C. parallel lines
D. adjacent lines

---

9. 8-2.1 Recognize, recall and infer main idea and details.

Given a reading passage at this instructional level, the student will select the sentence which best states the main idea.

Read the following selection and answer the question which follows.

When the Plains Indians were finally forced to surrender, the United States government decided to move them to a reservation in Oklahoma. The Indians, however, were not prepared for relocation when it came. Even though they had been informed by their chiefs of the inevitability of being removed from their lands, the people could not comprehend such a tragedy overtaking them. As a result, when the United States Army arrived to escort them to their new homes, the Indians left on their long, torturous journey unprepared. Most possessions were left behind, and there was little food and clothing for the trip. On the trail to Oklahoma, starvation, exposure and disease took a terrible toll.

What is the main idea of the passage?

*A. The Plains Indians were unprepared for their move to the reservation.
B. The Plains Indians were forced to surrender.
C. The United States Army escorted the Indians to the reservation.
D. The Plains Indians were forced to move to Oklahoma.

Read the story. Use it to answer the question which follows.

Captain Kidd set sail from England in 1696, in the good ship Adventure, to search for pirates on an island off the coast of Africa. Captain Kidd reached the pirate hideout in 1697, but during the next two years strange stories about him were heard in England. Brave Captain Kidd was not capturing pirates. He was working with them instead! He had become the greatest pirate of them all.

Captain Kidd was finally arrested in Boston in 1699 and was sent back to England. About seventy thousand dollars worth of treasure went back too. Some of it was found on the Adventure and some of it was dug up on Gardiner's Island, off the tip of Long Island, New York. Many people still wonder if all of Captain Kidd's treasure was found. Perhaps part of it is still buried on the shore where it was hidden more than two hundred and fifty years ago.

What did Captain Kidd do first in the story?

A. He worked with pirates.
B. He was arrested.
*C. He set sail from England.
D. He reached the pirate hideout.

---

12. 8-2.2 ...

Given a reading passage at this instructional level, the student will select the group of phrases that best describes the sequence of events in the passage.

Read the story. Use it to answer the question which follows.

Captain Kidd set sail from England in 1696, in the good ship Adventure, to search for pirates on an island off the coast of Africa. Captain Kidd reached the pirate hideout in 1697, but during the next two years strange stories about him were heard in England. Brave Captain Kidd was not capturing pirates. He was working with them instead! He had become the greatest pirate of them all.

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Mark the letter by the correct sequence or order.

A. Captain Kidd worked with the pirates.
Captain Kidd was arrested.
Captain Kidd set sail from England.
Captain Kidd reached the pirate hideout.

*B. Captain Kidd set sail from England.
Captain Kidd reached the pirate hideout.
Captain Kidd worked with the pirates.
Captain Kidd was arrested.

C. Captain Kidd set sail from England.
Captain Kidd worked with the pirates.
Captain Kidd was arrested.
Captain Kidd reached the pirates hideout.

D. Captain Kidd reached the pirates hideout.
Captain Kidd set sail from England.
Captain Kidd worked with the pirates.
Captain Kidd was arrested.

---

13. **8-2.3** Recognize, recall and infer relationships and comparisons.

Given a pair of underlined words the student will determine the relationship between those words and select the word which shows the same relationship to a third underlined word.

Read the sentences below. Mark the letter of the real meaning for the underlined part of each sentence.

Minnie May was dynamite in the class play last night.

A. Minnie May talked too loudly.
B. Minnie May exploded with rage.
*C. Minnie May gave an outstanding performance.
D. Minnie May gave a poor performance.

"This entire day has been one long nightmare," cried Cindy as she left the school building.

*A. Cindy had a bad day at school.
B. Cindy had a bad dream.
C. Cindy had to stay late.
D. Cindy passed her history test.

---

16. **8-3.1** Judge reality from fantasy.

Given a series of four sentences, the student will select the one which is fantasy.

Read the question and find the correct answer.

Which of the following is fantasy?

A. Ants live in groups.
B. Bees make honey.
C. Many birds fly south for the winter.
*D. Chairs sit on people.

---

17. **8-3.1** ...

Given a series of four sentences, the student will select the one which is real.

Read the question and find the correct answer.

Which one of these could really happen?

A. It rained cats and dogs.
B. Sue nodded her head and disappeared in a puff of smoke.
*C. The wind blew the telephone line down.
D. I jumped over the moon.

20. **8-3.3** Recognize propaganda and bias.

Given an advertisement or a series of sentences, the student will select the statement(s) which contains propaganda or bias.

Read the advertisement and use it to answer the question which follows.

The Consumer Product Safety Commission says that 6000 Americans die each year in home fires. This is a needless waste of human lives, and it could be stopped by legislation.

If those people had installed smoke detectors in their homes, they would be alive today. Smoke detectors set off a warning sound when a fire begins to smolder. The sound is loud enough to awaken anyone. It allows people a chance to escape.

Requiring smoke detectors in all homes would be the best law the legislature could pass, because it would save thousands of lives.

Which of the following statements contains propaganda or bias?

A. Six thousand Americans die each year in home fires.
B. Smoke detectors set off a warning sound when a fire begins to smolder.
C. Home fires are a needless waste of human lives.
*D. Requiring smoke detectors would save thousands of lives.

---

21. **8-3.4** Determine author's purpose.

Given a reading passage at this instructional level, the student will identify the author's purpose.

Read each pair of underlined words and decide the relationship between the two words. Then read the word of the incomplete pair and select the word which completes the pair by marking the letter.

Feather is to pelican as _____ is to antelope.

A. skin
B. hide
C. coat
*D. fur

Apple is to tree as grape is to _____.

A. bush
*B. vine
C. branch
D. shrub

---

14. 8-2.4 Infer, anticipate and predict outcomes.

Given a reading passage at this instructional level, the student will select the sentence or phrase which best infers or predicts a logical outcome to the story.

Read the short story. Use it to answer the question which follows.

Judy was walking home from the supermarket. She had her arms full of groceries as she approached the corner. Just as she turned the corner, Jim came running from the opposite direction. He turned the same corner.

What probably happened next?

A. Jim asked Judy for a bag of groceries.
B. Jim shook Judy's hand.
C. Jim asked Judy for a date.
*D. Jim crashed into Judy.

---

15. 8-2.5 Infer literal meanings for figurative language.

Given a sentence containing figurative language, the student will select the word or group of words that best describes the literal meaning.

18. 8-3.2 Ascertain facts from opinions.

Given a reading passage or advertisement containing sentences that are statements of fact or opinion, the student will identify the sentence or phrase that is a statement of fact.

Read this advertisement and answer the question which follows.

Light Demand
Single Pole DIMMER SWITCH $3.88 ea.

Install Light Demand switches to save on your electric bills and light bulbs. Full range dimming control, easy to install. It's the energy saving alternative to ordinary switches. Choose white, ivory or brown.

REG. $5.29

Which of these phrases is a fact?

A. easy to install
B. saves money
*C. available in three colors
D. saves energy

---

19. 8-3.2 ...

Given a reading passage or advertisement containing sentences that are statements of fact or opinion, the student will identify the sentence or phrase that is a statement of opinion.

Read the following paragraph and choose the correct answer.

Submarines can travel on the surface of the ocean as well as beneath it. They can travel at greater speeds beneath the surface of the ocean than on top of it. Submarines have gone beneath the North Pole. Some people think submarines are the most important ships in the Navy.

According to the story, which statement is an opinion?

A. Submarines have gone beneath the North Pole.
B. Submarines travel on the surface of the ocean.
*C. Submarines are the most important ships in the Navy.
D. Submarines travel beneath the surface of the ocean.

Read the following passage and answer the question which follows.

The beauty of the Buffalo River becomes evident near the little town of Ponca, Arkansas. It is at this point that canoe parties start on trips to Pruitt.

One lovely spring day we drove to Ponca. There we rented a canoe for our trip on the river. At this point, the river is narrow, with swift flowing water.

Five minutes from Ponca, the Buffalo River passes through a beautiful wilderness area. There are not many signs of civilization along the way. Trees crowd the stream. The shores are covered with lovely holly and laurel. The pine trees and a combination of white sand and clay along the shores are in vivid contrast to the leaves overhead. The journey from Ponca to Pruitt is one of the endless beauty.

The author wrote this selection to

A. tell us about Ponca, Arkansas
*B. praise the beauty of the Buffalo River
C. teach us how to canoe
D. tell us why the dam was built

---

22. 8-4.1 Recognize types of literature.

Given the definition of a type of literature, the student will select the response which best fits the definition.

In the statements which follow, complete each statement by choosing the response which best fits the definition.

A brief, fictional, prose narrative is called a

A. novel
B. drama
*C. short story
D. mystery

Compositions intended to be acted are called

A. short stories
*B. dramas
C. novels
D. diaries

23. 8-4.2 Distinguish between realism and fantasy. (Measured in 3.1)

---

24. 8-4.3 Distinguish between types of fiction. (Measured in 8-4.1)

---

25. 8-4.4 Distinguish between types of non-fiction.

Given the definition of a type of non-fiction the student will select the response which best fits the definition.

Choose the correct answer.

An account of a person's life written by oneself is called

A. history
B. biography
*C. autobiography
D. informational article

---

26. 8-4.5 Identify elements of a story.

Given a reading passage at this instructional level, the student will identify elements of the story (plot, climax, setting, main character).

Read the following story. Choose the response that best fits each sentence.

Sarah followed her guide into the courtroom. Every seat was taken except for two in the back.

"These are for us," the guide said. "Sit down, Sarah Cohen."

Use the dictionary page to answer the following questions.

Copyright Webster's Intermediate Dictionary
New York G&C Merriam Company 1977

How many definitions does the word foot have?

A. 1
B. 3
C. 4
*D. 5

---

28. 8-5.1 a ...

Given a word or set of words, the student will choose the correct alphabetical order.

For each underlined entry word select the correct pair of guide words that would be found at the top of the dictionary page.

Workbook

*A. woodwind — world
B. wood — work
C. willow — windstorm
D. world — worst

---

31. 8-5.1 e ...

Given a multi-meaning word, its definitions and a sentence using the word, the student will select the appropriate definition for the word as it is used in the sentence.

Read the sentence, followed by the dictionary definitions of the underlined word. Choose the definition which best describes how the word is used in the sentence.

The box was so light that even a two-year-old child could lift it.

light ('lit) adj. 1: having illumination; bright 2: not dark in coloring 3: having little weight 4: of little importance, trivial, or entertaining

As used in the sentence, light fits definition

A. 1; having illumination, bright
B. 2; not dark in coloring
*C. 3: having little weight
D. 4: of little importance, trivial, or entertaining

---

32. 8-5.2a Locate information from various sources.

Given a picture of a table of contents and a series of questions, the student will select the correct answer from the information provided.

"Why am I here?" Sarah asked.

"You'll understand when the judge comes in."

More people were pouring in. They were standing in the aisles.

"Why is it so crowded?" Sarah asked.

"This is a very important case," the guide answered. "What the judge decides here will change the course of history."

A hush fell over the room as the judge came in. She was tall and handsome in her black robe. Her thick black hair was pulled back into a bun. Her snapping black eyes looked around the packed courtroom.

"I know her," Sarah said. "She's like me!"

"She is you," the guide corrected. "That's Judge Cohen — you, thirty years from now."

Sarah rubbed her eyes. "This is a dream," she said.

"It's a true dream," said her guide. "If you work to make it happen, it will."

Sarah shrugged. "I don't see how," she said. "I'm the oldest of eight at home. I've missed a lot of school because Mother's been sick."

"No excuses, Sarah Cohen," said the guide sternly. "Your mother is better now. You can go back to school if you make the effort."

Sarah looked at the judge. She was pounding her gavel hard, but it made no sound. The dream was fading.

"All right," Sarah said. "I'll go back."

The main character in the story is

A. Judge
B. the guide
C. the narrator
*D. Sarah

The plot of the story is

A. a lonely girl is on trial for having dreams
*B. a young girl has a dream that makes her decide to return to school
C. a young girl has a dream in which she sees her double
D. a young girl is bothered by dreams because her mother is very ill

---

27. 8-5.1 Apply dictionary skills.

Given a picture of a dictionary page and a series of questions, the student will select the correct answer from the information provided.

Read the following set of words and choose the list in alphabetical order.

A. latinity
latitude
lateral
lathering

*B. lateral
lathering
latinity
latitude

C. lateral
latinity
lathering
latitude

D. latitude
lathering
lateral
latinity

---

29. 8-5.1 c ...

Given a set of guide words, the student will select the word that could appear on the same dictionary page.

Answer the question below.

damp — draft

Which word could be located on the dictionary page with the above guide words?

*A. dim
B. dry
C. dust
D. dairy

---

30. 8-5.1 c ...

Given an entry word, the student will select the guide words that would appear on the same dictionary page.

Read the Table of Contents and mark the correct answer to the question.

TABLE OF CONTENTS

I. History of Airplanes 11
II. Kinds of Airplanes 23
III. How Airplanes are Built 42
IV. Uses of Airplanes 63

In what chapter would you probably find information on the first airplanes?

*A. History of Airplanes
B. Kinds of Airplanes
C. How Airplanes are Built
D. Uses of Airplanes

---

33. 8-5.2b ...

Given a picture of an index and a series of questions, the student will select the correct answer from the information provided.

Use the index to answer the question which follows.

INDEX

Dairy farming, Canada, 382,383,384; Central States, 263, 267,268; Middle Atlantic States, 232; New England, 204; Northwest, 302,303; South America, 474; Southern States, 245; Southwest States, 326; West Indies,429
Dams, 328,240,279,281,298,320,321,401; in South America, 479
Davis, Jefferson, 167
Death Valley, 320
Declaration of Independence, 58-59, 160
Desert land, 106

On which page would you look for information about dams in South America?

A. 238
B. 279
C. 401
*D. 479

34. 8-5.2 e ...

Given a picture of a page of a glossary and a series of questions, the student will select the correct answer from the information provided.

Answer the following question by using the glossary.

GLOSSARY

cof fee (kô' fē) dark brown drink made from roasted and ground seeds of a tall tropical tree or shrub

com pac tor (kəm pak' tər) a small machine used to squeeze together by pressure anything that is put into it, especially garbage

con tract (kən trakt') draw together, make or become narrow, shorten, make or become smaller, shrink. Muscles contract to help move bones.

den tal car ies (den' tl ker' ēz or ker' ēz) destruction of dental tissues, tooth decay

den tal hy gien ist (den' tl hī' jē nist) an expert in hygiene of the teeth

di gest (də jest' or dī jest') change food in the mouth, stomach, and intestines so that the body can use it. We digest our food. The food is digested.

di ges tion (də jes' chən) the changing or breaking down of food in the mouth, stomach, and intestines so that the body can use it

dis ease (də zēz') 1. sickness, illness. 2. any particular illness. Measles and chicken pox are two diseases of children.

dis ease germ (də zēz' jėrm') microbe that causes disease

dis solve (də zolv') make or become liquid, especially by putting or being put into a liquid. Salt or sugar will dissolve in water.

A dental hygienist is concerned with

A. jeans
*B. teeth
C. dents
D. hydrogen

---

35. 8-5.2 g ...

Given a picture of a map, chart, graph and/or table and a series of questions, the student will select the correct answer using information contained in the graphic material.

Read the questions below the table. Using the table to help you, mark the letter of the correct answer.

MILEAGE BY ROAD BETWEEN SOME CITIES IN ARKANSAS

Name of City	Blytheville	Conway	El Dorado	Fayetteville	Fort Smith	Hot Springs
Blytheville	—	185	285	306	371	239
Conway	185	—	148	162	128	84
El Dorado	285	148	—	295	232	117
Fayetteville	306	162	295	—	63	193
Fort Smith	371	128	232	63	—	128
Hot Springs	239	84	117	193	128	—

Mr. Black is driving from Conway to Fort Smith. How many miles will he drive?

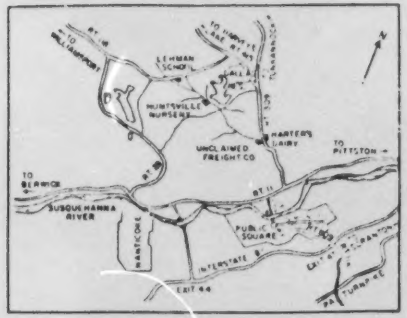
A. 148
*B. 128
C. 117
D. 193

Mrs. Smith is planning a trip from Hot Springs to Fayetteville. How many miles will she travel?

A. 117
B. 306
C. 295
*D. 193

Use the map to answer the question which follows.

MAP OF THE WILKES-BARRE AREA



Pat wants to get to the Lehman School. If she comes from Pittston via route 11, her first turn should be on

A. left on route 309
*B. right on route 309
C. left on route 29
D. left on route 118

8th Grade —
Mathematics Skill and Behavioral Objective

1. 8-1.1 Identify the place value of each digit in numerals with no more than seven digits.

Given a number with up to seven digits, the student will identify the place value of any digit.

Read each item and find the answer. Mark each answer on your answer sheet.

42 673

What is the value of the 2 in the number above?

A. 2 ones
B. 2 tens
C. 2 hundreds
*D. 2 thousands

What digit in 6 354 792 is in the hundred thousands place?

A. 7
B. 4
C. 5
*D. 3

---

2. 8-1.4 Round off numerals to the nearest tens, hundreds, up through millions place.

Given a number with up to seven digits the student will round to the nearest ten, hundred, thousand and up through the nearest million.

Answer these questions.

Round 12 638 to the nearest hundred.

*A. 12 600
B. 12 640
C. 12 700
D. 13 000

What is 2 932 504 rounded to the nearest million?

A. 2 900 000
*B. 3 000 000
C. 2 000 000
D. 2 500 000

---

3. 8-2.1 Add and subtract whole numbers.

Given two or more whole numbers written vertically or horizontally, students will compute the sum and choose the correct answer.

ADD.

429 + 76 + 303 =

*A. 808
B. 798
C. 818
D. 707

569
+642

A. 1101
*B. 1211
C. 127
D. 1111

4. 8-2.1 ...

Given two whole numbers written vertically or horizontally, the student will compute the difference and choose the correct answer.

SUBTRACT.

5018
− 789

*A. 4 229
B. 4 329
C. 4 771
D. 5 739

6 875 − 4 886

A. 2 099
B. 2 011
C. 1 089
*D. 1 989

---

5. 8-2.2 Multiply a three-digit whole number by a three-digit whole number.

Given two three-digit whole numbers written vertically or horizontally, the student will compute the product and choose the correct answer.

MULTIPLY.

747
×306

A. 6 723
B. 26 892
C. 228 382
*D. 228 582

738 × 600

A. 44 280
*B. 442 800
C. 4 288
D. 446

---

6. 8-2.3 Divide a five-digit whole number by a two-digit whole number.

Given a five-digit dividend and a two-digit divisor using the symbol ÷, or ⟌, the student will compute the quotient and remainder and choose the correct answer.

DIVIDE.

5 508 ÷ 18 =

A. 808
B. 818
C. 798
*D. 306

In this division problem what is the remainder?

24 ⟌72 589

A. 0
*B. 13
C. 10
D. 25

71

9. 8-2.14 Find the greatest common factor and least common multiple of two or three whole numbers with no more than two digits.

Given two or three whole numbers with no more than two digits, the student will identify the greatest common factor.

Identify the greatest common factor.

The greatest common factor of 8 and 12 is:

A. 2
*B. 4
C. 24
D. 8

---

10. 8-2.14 ...

Given two or three whole numbers with no more than two digits, the student will identify the least common multiple.

Identify the least common multiple.

Find the least common multiple of 6 and 9

A. 54
*B. 18
C. 3
D. 9

---

11. 8-3.1 Change a fraction to an equivalent fraction with a given denominator which does not exceed two digits.

Given a fraction and the denominator of a second fraction, the student will identify the numerator to make an equivalent fraction.

14. 8-3.2 ...

Given a fraction, the student will choose from a set of fractions the one that is greater than or less than the given fraction.

Choose the correct answer.

Which fraction is less than $\frac{6}{9}$?

A. $\frac{2}{3}$
*B. $\frac{3}{5}$
C. $\frac{7}{8}$
D. $\frac{4}{5}$

---

15. 8-3.2 ...

Given a sequence of fractions, the student will order the sequence from smallest to largest or largest to smallest.

Choose the correct answer.

Which group of fractions below is in order from smallest to largest?

A. $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$
B. $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{7}$
C. $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{7}$
*D. $\frac{1}{7}$ $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$

72

7. 8-2.5 Estimate answers to whole number computation problems.

Given a computation problem involving whole numbers, the student will choose the answer that is the best estimate of the solution.

Choose the best estimate.

62 × 28

A. 1 200
*B. 1 800
C. 2 100
D. 3 000

2 176 ÷ 47

A. 4
*B. 40
C. 50
D. 5

---

8. 8-2.6 Solve reading problems involving one or two operations with whole numbers.

Given a reading problem involving one or two operations using whole numbers, the student will complete the necessary computation and choose the correct answer.

Read each item and find the answer.

This year's attendance at Central High School's homecoming football game was 4,000. Last year's attendance at the homecoming game was 3,846. What was the increase in attendance this year?

*A. 154
B. 1 154
C. 1 846
D. 7 846

It takes 3 lbs. of sand to cover the icy sidewalk in front of school. How much is left from a 50 lb. bag if the icy sidewalk is covered 10 times?

*A. 20
B. 30
C. 40
D. 60

Find the Answer

What number belongs in the box?

$\frac{1}{2} = \frac{\square}{100}$

A. 500
B. 200
*C. 50
D. 5

---

12. 8-3.1 ...

Given a mathematical statement(s) involving simple fractions, the student will identify the equivalent fractions.

Choose the correct answer.

Which of the following is true?

*A. $\frac{1}{4} = \frac{3}{12}$

B. $\frac{1}{3} = \frac{3}{12}$

C. $\frac{4}{1} \quad \frac{3}{12}$

D. $\frac{1}{9} = \frac{3}{12}$

---

13. 8-3.2 Order a set of fractions with denominators less than 10.

Given a group of fractions, the student will choose which fraction is largest or smallest.

Choose the correct answer.

Which fraction is largest?

A. $\frac{3}{8}$
B. $\frac{3}{5}$
*C. $\frac{3}{4}$
D. $\frac{3}{7}$

16. 8-3.4 Add, subtract and multiply fractions with denominators that do not exceed two digits.

Given two fractions written vertically or horizontally, with denominators not to exceed two digits, the student will compute the sum and choose the correct answer.

Find the answer.

$\frac{2}{3} + \frac{4}{5} =$

*A. $\frac{22}{15}$
B. $\frac{4}{3}$
C. $\frac{14}{15}$
D. $\frac{3}{4}$

---

17. 8-3.4 ...

Given two fractions written vertically or horizontally, with denominators not to exceed two digits, the student will compute the difference and choose the correct answer.

Find the answer.

$\frac{4}{5}$
$- \frac{2}{3}$

A. $\frac{2}{2}$
*B. $\frac{2}{15}$
C. $\frac{6}{8}$
D. $\frac{22}{15}$

18. 8-3.4 ...

Given two fractions written vertically or horizontally, with denominators not to exceed two digits, the student will compute the product and choose the correct answer.

Find the answer.

$\frac{5}{6} \times \frac{1}{3} =$

*A. $\frac{5}{18}$
B. $\frac{6}{15}$
C. $\frac{6}{9}$
D. $\frac{5}{2}$

---

19. 8-3.13 Change a decimal fraction to a common fraction.

Given a decimal fraction, the student will convert the decimal fraction to a common fraction.

Find the answer.

Which common fraction is equivalent to the decimal fraction?

0.07

A. $\frac{7}{1}$
B. $\frac{7}{10}$
*C. $\frac{7}{100}$
D. $\frac{7}{1000}$

0.001

A. $\frac{1}{10}$
B. $\frac{1}{100}$
*C. $\frac{1}{1000}$
D. $\frac{1}{10\ 000}$

22. 8-3.15 ...

Given two or more decimal fractions written vertically or horizontally, the student will compute the difference and choose the correct answer.

Find the answer.

$$\begin{array}{r} 23.4 \\ -\ 1.57 \\ \hline \end{array}$$

*A. 21.83
B. 21.97
C. 22.17
D. 22.93

---

23. 8-3.16 Multiply a decimal fraction with three digits by a decimal fraction with three digits.

Given two three-digit decimal fractions written vertically or horizontally, the student will compute the product and choose the correct answer.

Find the answer.

$$\begin{array}{r} 0.508 \\ \times 0.013 \\ \hline \end{array}$$

*A. 0.006604
B. 66.04
C. 20.36
D. 0.6604

0.063 × .001 =

A. 0.06300
B. 0.63
*C. 0.000063
D. 0.00063

26. 8-3.22 ...

Given a percent, the student will identify the equivalent decimal fraction.

Write the percent as a decimal.

6% =

A. 6
B. 0.6
*C. 0.06
D. 60

---

27. 8-3.23 Write a decimal fraction as a percent and write a common fraction with a denominator of no more than two digits as a percent.

Given a decimal fraction, the student will identify the equivalent percent.

Write the decimal fraction as a percent.

0.239 =

A. 239%
B. 2.39%
*C. 23.9%
D. 0.239%

---

28. 8-3.23 ...

Given a common fraction with a denominator of no more than two-digits, the student will identify the equivalent percent.

Write the common fraction as a percent.

$\frac{3}{5} =$

A. 3%
B. 5%
C. 16⅔%
*D. 60%

20. 8-3.14 Change a common fraction with a two-digit denominator to a decimal fraction.

Given a common fraction with up to a two-digit denominator, the student will convert to a decimal fraction.

Find the answer.

Which decimal fraction is equivalent to the common fraction?

$\frac{9}{20}$

A. 0.09
*B. 0.45
C. 0.92
D. 2.22

$\frac{3}{50}$

*A. 0.06
B. 0.3
C. 0.50
D. 16.66

---

21. 8-3.15 Add and subtract decimal fractions.

Given two or more decimal fractions written vertically or horizontally, the student will compute the sum and choose the correct answer.

Find the answer.

2.15 + 31.7 + 5.02 =

A. 112.4
B. 10.34
C. 103.4
*D. 38.8

77

24. 8-3.20 Solve consumer type reading problems which require use of decimal fractions.

Given a consumer type reading problem using decimal fractions, the student will complete the necessary computations and choose the correct answer.

Read each item and find the answer.

John bought 6 pencils at $.05 each. How much change did he get back from $1.00?

A. $ .50
B. $ .60
*C. $ .70
D. $ .80

To raise money, a class bought 600 pounds of nuts at $0.90 a pound and sold them all for $1.40 a pound. What was the profit?

*A. $300
B. $540
C. $840
D. $1,380

---

25. 8-3.22 Write a percent as a fraction and as a decimal.

Given a percent, the student will identify the equivalent common fraction.

Write the percent as a fraction.

73% =

A. $\frac{7}{3}$
B. $\frac{7}{300}$
C. $\frac{73}{10}$
*D. $\frac{73}{100}$

29. 3-25 Solve consumer type reading problems that contain percents.

Given a consumer type reading problem containing percents, the student will complete the necessary computations and choose the correct answer.

Read each item and find the answer.

Joe must make a 20% down payment on a used car that cost $1 895. How much is the down payment?

A. $ 37.90
*B. $379.00
C. $ 3.79
D. $ 94.75

If the sales tax rate is 7%, what is the sales tax on a stereo priced at $420?

A. $ 6.00
*B. $ 29.40
C. $ 60.00
D. $294.00

---

30. 8-4.1 Estimate and determine measurements of time, temperature, length, capacity and mass using both customary and metric units.

Given an item to be measured (time, temperature, length, capacity, or mass), the student will determine the appropriate metric or customary unit.

Read the item and find the answer.

What is the appropriate metric unit to measure how much a person weighs?

A. grams
*B. kilograms
C. liters
D. meters

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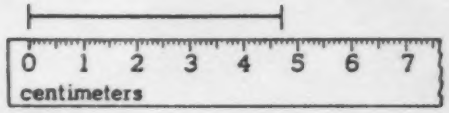
31. 8-41 ... *Given a picture of a measuring instrument, calibrated in customary or metric units, the student will determine the appropriate time, temperature, length, capacity or mass.*

Read each item and find the answer.

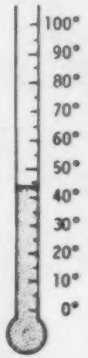


In the figure above, the length of the bar is

A. 4.2 cm
B. 4.3 cm
*C. 4.7 cm
D. 5.2 cm

The temperature is about

A. 40°
*B. 43°
C. 4°
D. 45°



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32. 8-4.3 Convert from one unit of measurement to another within the same system.

Given a unit of measurement in the customary or metric system, the student will change to an equivalent unit within the same system.

Solve these problems.

5 meters = ☐ centimeters
A. 0.05
B. 50
*C. 500
D. 5000

1 hour 15 minutes =

A. 90 minutes
B. 45 minutes
C. 60 minutes
*D. 75 minutes

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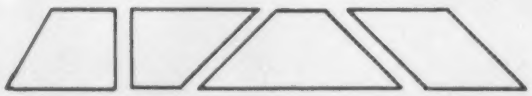
33. 8-5.1 Recognize circles, triangles, quadrilaterals and octagons.

Given a series of line drawings, the student will identify circles, triangles, quadrilaterals and/or octagons.

Find the answer.

Which is a circle?



All of the figures below are

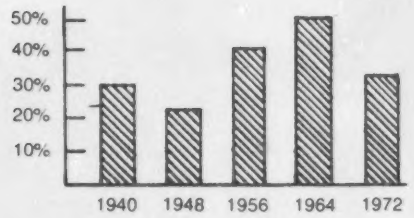
A. hexagons
B. trapezoids
C. octagons
*D. quadrilaterals

34. 8-6.1 Read and interpret charts, tables and graphs.

Given a map, chart, table or graph, the student will read and interpret data to answer specific questions.

Read each item and find the answer.

Voter Turnout



Use the graph below to answer the question which follows.

In which election did the smallest percentage of people vote?

A. 1972
B. 1964
C. 1956
*D. 1948